



Programme Specification

International Post Graduate Certificate in Education Early Years [Distance]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: International Post Graduate Certificate in Education Early Years
[Distance]

Highest award: iPGCE International Post Graduate Certificate In Education Early Years

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Education and Childhood, College of Health, Science & Society

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Distance without attendance

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2024

Programme code: X71D62

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: This full-time Post Graduate Certificate in Education International Early Years (iPGCE (EY)) is a one year programme for existing Early Years teachers and for those with some experience of teaching and supporting learning. Participants will be those in an early years setting, who wish to learn about best pedagogical practice in an international context, and how to apply these effectively in their practice. Students will reflect on the curriculum used in their setting and develop a robust understanding of the English Early Years Foundation Stage (EYFS) curriculum. They will learn at a distance, supported by UWE tutors and will also have opportunities to form communities of practice and learn from each other. They will be assessed through a variety of assignments and will gather, reflect on, and receive feedback on evidence relating to their teaching.

The programme is underpinned by a commitment to developing students to become outstanding, transformational teachers, who will have the potential to make a significant difference to the life chances of children. Students will develop their knowledge, understanding and professional skills and use reflection to think critically about their practice. They will engage with a range of educational literature, research and other evidence to inform their development as a teacher. Students will be supported to set high expectations and to inspire, motivate and challenge all learners, whilst reducing barriers to learning.

The programme will be delivered in a clear sequence to support clarity for online learners. This will usually be as follows: 1. Learning and Teaching and 2. Contextual Inquiry.

Features of the programme: This programme is designed to support the professional development of those already working in an educational setting.

The programme is online, but supported by personal tutors through shared, synchronous seminar discussions. This supports cohort identity and peer learning.

There are strong links between theory and practice with tasks and assessments that recognise the value of self reflection and reflective practice, underpinned by academic rigor.

Research and practice skills are embedded in learning and assessment throughout the course to support students' professional choices.

International perspectives are valued and individual student experience is shared across the cohort to develop global perspectives and conversations on key themes.

United Nations Sustainable Development Goals are embedded throughout and mapped to the course content.

Educational Aims: The programme aims to develop teachers into professionals who can demonstrate high levels of confidence, competence and creativity in their teaching, and who meet the high standards of personal and professional conduct expected of teachers throughout their careers.

More specifically the programme aims to:

Develop students' understanding of theories underpinning a range of best practice Early Years pedagogical approaches and frameworks used internationally, including the Early Years Foundation Stage, and their application to practice.

Develop students' understanding of early learner development and students' ability to critically assess individual learners' needs and learning opportunities and to use this to plan and teach creatively and inclusively to support all pupils in their learning.

Provide students with the skills to evaluate the educational impact of their pedagogic choices on all learners in their contexts.

Provide opportunities for students to develop a reflective approach to enable them to understand the impact of teachers' values, beliefs and experiences on their practice.

Develop students' understanding of Early Years curriculum as a frame for education and as a cultural construct.

Develop students' professional understanding, skills and attributes including keeping

children safe and building positive relationships.

Support students to understand the importance and potential impact of the policy, cultural and social contexts of young children's lives and how they can respond to these as educators.

Promote the use of evidence-based practice, and develop students as Early Years teachers who are open to new ways of working.

Support students in critically reflecting on and demonstrating their professional competencies, with reference to national and local contexts.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Critically evaluate Early Years pedagogical theories, research and debates underpinning a range of practice, including child centred playful learning.
- PO2. Critically explore the ways in which their values, beliefs and experiences impact on themselves and their role as practitioner
- PO3. Critically engage with the policy, cultural and social contexts of young children's lives and respond to these in practice as appropriate.
- PO4. Apply, critique and adapt professional understanding, skills and attributes relevant to a range of contexts
- PO5. Critically engage with relevant research and current debates in Early Years education to inform and develop their practice.
- PO6. Evidence and critically reflect on their professional competencies against the relevant teaching standards including the English Teachers' Standards, to identify continuing Professional development needs.

Assessment strategy: Assessments develop from module activities, and they provide appropriate challenge to engage you with academic, research and creative opportunities to support your developing professionalism. Appropriate to this

practice-focused programme, the assessments includes a log of your days in class (usually at least 60 days) and of direct teaching time to groups of 8 or more learners (usually at least 120 hours). A UWE Tutor will support you to gather and critically reflect on evidence relating to your teaching and relevant practice-based expectations.

Assessments have been carefully designed to ensure clarity of understanding and expectation, but also include some flexibility to ensure that you are able to explore areas of interest which are relevant to your developing professional profile, the context within which you work, and perhaps to reflect future career ambitions.

To facilitate success at Masters level, assessments build through each module and are carefully scaffolded and supported.

These include:

Presentation-type assessments as these offer the opportunity for you to develop and refine your competence and confidence in explaining your understanding and ideas to others; a highly valuable transferable skill.

Longer written pieces will support a more in depth interrogation of personalised educational interests, and support success in future Masters study.

This represents a creative, flexible, student-centred approach to assessment which provides opportunities for more inclusive design and also provides a model of a range of approaches to consider in your roles as teachers. There is a flexibility in areas of study to ensure that the programme meets everyone's specific needs.

Help will be given to prepare for assessments through the provision of clear guidance, examples, and support from UWE tutors. Feedback from your completed assignments will support your success in your next assignments.

Student support: As well as support for your academic work from UWE tutors you will also have access to technical support for using the virtual learning environment and accessing online learning opportunities, and support from our library service for

academic writing skills and accessing online literature and resources. As a UWE student you will have access to a wide range of readings.

Students will be encouraged to form online study and practice groups to share ideas and support each other with their professional development.

For an additional fee, some students may be able to access a pre-programme course in English/academic writing.

Part B: Programme Structure

Year 1

The student must take 60 credits from the modules in Year 1.

Year 1 Compulsory Modules

The student must take 60 credits from the modules in Compulsory modules.

Module Code	Module Title	Credit
UTLGVS-30-M	Contextual Inquiry in the Early Years 2024-25	30
UTLGVR-30-M	Early Years Learning and Teaching 2024-25	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

Students successfully achieving this Award will have had an opportunity to become outstanding and transformational Early Years teachers, who are knowledgeable about the Early Years Foundation Stage (EYFS), who will continue to develop advanced knowledge, understanding and professional skills, and who will have the potential to make a significant difference to the life chances of children. These professionals will be able to use reflection and critical analysis to develop their specialist practice, and have notable impact on the quality of learning. They will have

gathered, reflected on and gained feedback on evidence of their teaching against the English Teachers' Standards.

Part D: External Reference Points and Benchmarks

This programme includes references to English curricula, but it is important to note that this programme does not lead to recommendation for Qualified Teacher Status in the UK.

This programme is informed by the QAA benchmarks for Early Childhood Studies as part of the broader aims of the programme. This programme has been designed to embed the principles, knowledge, application and skills outlined in the UK Quality Code for Higher Education's subject benchmark statement for Early Childhood Studies.

Part E: Regulations

Approved addition to University Regulations and Procedures.

Approved by Academic Board 15/05/24:

International Professional Graduate Certificate in Education (iProfGCE) FHEQ Level 6 - 60 credits at Level 6

International Postgraduate Graduate Certificate in Education (iPGCE) FHEQ Level 7 - 60 credits at Level 7

Differential level of award: Pass / Merit / Distinction